DOCUMENT RESUME

ED 457 059 SO 031 508

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TITLE Corps of Discovery: Voyaging with Lewis and Clark. Grade 8 Lesson. Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World.
INSTITUTION San Bernardino County Superintendent of Schools, CA.
PUB DATE 1999-00-00
NOTE 12p.
AVAILABLE FROM Schools of California Online Resources for Education (SCORE), San Bernardino County Superintendent of Schools, 601 North East Street, San Bernardino, CA 92410-3093. E-mail: webmaster@score.rims.k12.ca.us. For full text: http://score.rims.k12.ca.us.
PUB TYPE Guides - Classroom - Learner (051) -- Guides - Classroom - Teacher (052)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Standards; Cooperative Learning; Geography; Grade 8; Interdisciplinary Approach; Internet; Journal Writing; Map Skills; Middle Schools; Role Playing; Secondary Education; Social Studies; Student Research; *United States History
IDENTIFIERS *Frontier History; Jefferson (Thomas); Lewis and Clark Expedition; Louisiana Purchase; Louisiana Territory; Sacajawea

ABSTRACT

In this lesson, students role-play supporting members of the original Lewis and Clark expedition of the Louisiana Territory. Students research the expedition and create journals of their journey. The journals are meant to be historically accurate, and students will include items such as maps, personal written entries, illustrations, and reflections on the leaders of the expedition. Students are provided with background information, detailed instructions, and on-line resources. The teacher's notes describe the unit's purpose, explain the application of history/social science and language arts standards, and suggest teaching strategies. (BB)

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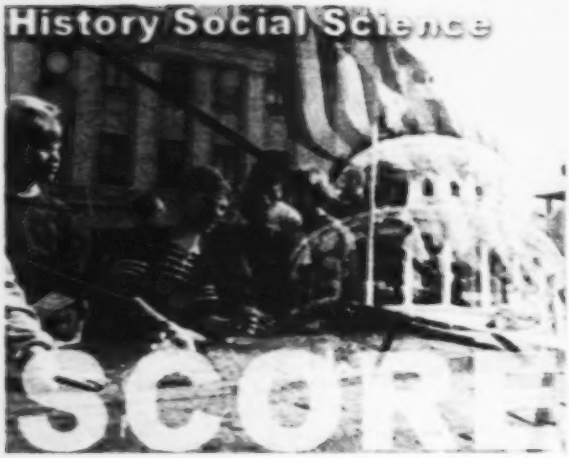

Schools of California Online Resources for Education (SCORE): Connecting California's Classrooms to the World

Corps of Discovery: Voyaging with Lewis and Clark

8th Grade Lesson by Marilyn Renger

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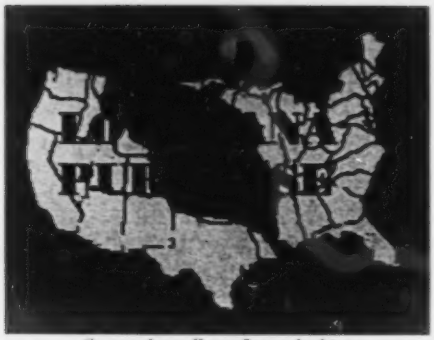

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Corps of Discovery: Voyaging with Lewis & Clark

Project Introduction:

The purchase of the Louisiana Territory doubled the size of the United States but meant little without exploration to find out what was there and how far the territory actually went. Lewis and Clark were the two men chosen by President Thomas Jefferson to explore this region and bring back reports. Their maps and journals brought back critical information. However, President Jefferson has found upon the return of the expedition that some of the information is missing. Fortunately, you were on the trip and saw everything that happened and kept your own journal. Also fortunately, other members of the expedition (who just happen to be your classmates) kept their journals so you are not responsible for maps and journals of the entire trip.

President Jefferson has asked you to provide him with three things:

- A map of a portion of your journey. This is to be as detailed as possible with illustrations to explain the many things you saw. Date these maps.
- Journal entries for at least two days of the trip. These two days do not need to be one after the other. In fact, journal entries from different days at different times during the travels are best. Again, include illustrations from the journey and remember, YOU were on the trip so write about YOUR experiences from YOUR perspective and give as many details as possible.
- Your personal reflections about the person on this journey who was the most important to the success of this trip. Was it Lewis? Clark? Sacajawea? The choice is yours but be sure to give reasons to support your choice.

Process

Step 1
You need to become prepared to "step back in time" so you can "recreate" your journal from the expedition for President Jefferson. To do this read the basic information in

the text about Lewis and Clark, the Louisiana Territory, and this expedition. First in small groups, then in class discussion, identify the important historical figures, the major route taken, and some of the results of this expedition. If available, also discuss and/or speculate on the hopes and expectations Thomas Jefferson had for this journey.

Your journals will provide the information President Jefferson needs:

1. to determine the value of the Louisiana Territory.
2. to decide whether or not the drainage basin of the Missouri extends far enough into Canada to give the United States reason to lay claim to Canadian territory.

Research Lewis & Clark, the Louisiana Territory, Thomas Jefferson's presidency (focus on the purchase of the Louisiana territory), Meriwether Lewis, William Clark, and Sacajawea. You will have time in the library (two days if possible) and time with computers if available. CD ROM and Internet resources are listed. Use your note-taking skills to identify important facts. Look for detailed maps of the expedition. You will have 3-4 hours for this research.

Step 2
You must become prepared to step back in time as a character from the Lewis and Clark Expedition. Identify the person you feel was most important on this journey based on your research and give at least two reasons for your choice. Identify two of the most significant sights or events on the trip for a detailed journal entry, illustration and map. Be sure to list some of the daily chores of the trip, challenges, and any events you remember that you believe would be important enough to include in your journals.

Step 3
Today all of the expedition crew will meet in character to discuss and share their lists and records. In small "character alike" groups "refresh" everyone's minds about the journey. After your refresher, meet as a large group. Using a round-robin discussion, each small group contributes one new thing to each of these categories (chores, challenges, events) until there are no additional new contributions. Take notes and add any significant events you feel they have missed.

Step 4
Using both your research and the additional information you "remembered" after the round robin discussion, develop your journal. (See the rubric for the guidelines for this journal and be certain to cover the key points.) Use art work, brown paper for journal pages and maps, neat lettering, simple designs and details to support your statements. You will have at least three days to complete this.

Resources

Thomas Jefferson
http://school.discovery.com/students/homeworkhelp/worldbook/atozpictures/pc010555.html

Lewis & Clark
Journals of the Trip
http://education.wsu.edu/vpds/wahistcult/trail.html

Lewis & Clark Expedition
http://www.mt.net/~rojomo/landc1.htm
Meriwether Lewis
http://www.cp.duluth.mn.us/~tmcs/lewis.htm
William Clark
http://www.cp.duluth.mn.us/~tmcs/Clark.htm
Lewis & Clark National Trail Home Page
http://www.nps.gov/lecl/
Tales From the Trail
http://www.lewisandclark.org/pages/writing.htm

Sacajawea
Picture of Sacajawea
http://www.umt.edu/partv/famus/paint/sacajawe.htm

Learning Advice

Remember you must "step back in time" to the actual expedition and write as if you were really there. Support your statements with lots of detail and illustrations.

Evaluation

On the due date for these journals, you will have a self-evaluation page to fill in and submit with your journal. This page reflects the rubric and you will need to use the rubric to determine what grade you believe you deserve and why you should get it. Your reasons for getting the grade are critical so you need to specifically refer back to the rubric. Also identify what you learned from this project and where you had difficulty. In small groups, share with the members of the group your favorite part of your journal - the map, the diary, or their choice for most important person on the trip.

TEACHER NOTES

Grade Level and Unit: Grade 8 Unit 4

History/Social Science Standards:
8.4 Students analyze the aspirations and ideals of the people of the new nation, in terms of its physical landscapes and political divisions and the territorial expansion of the US during the terms of the first four presidents.

Language Arts Standards
Research and Technology:

1.4 Students plan and conduct multiple-step information searches using computer networks and modem-delivered services.

Writing Applications

2.1 Students write biographies, autobiographies, short stories, or narratives that:

- relate a clear, coherent incident, event or situation by using well-chosen details.
- Reveal the significance of, or the writers attitude about the subject.
- Employ narrative and descriptive strategies.

Lesson Purpose:
To become familiar with the territory purchased as the Louisiana Territory , its importance, and the people responsible for exploring this region

Skills:
Writing, cooperative group work, research, map skills, decision making

Lesson Length: 8 days

Extra materials:
Markers, brown paper, Internet resources, library resources, outline maps

Teaching Tips for completing the process:

Step 1
Help students locate the basic information in the text about Lewis and Clark, the Louisiana Territory, and this expedition. Monitor and then facilitate the small groups, and the class discussion. Record on the board or chart paper the important historical figures, the major route taken, and some of the results of this expedition. Guide students to discuss and/or speculate on the hopes and expectations Thomas Jefferson had for this journey.

Hand out the introduction to this assignment and explain to the students that they (the students) are critical for making certain this expedition was not a disastrous failure. Their journals will provide the information President Jefferson needs to:

- determine the value of the Louisiana Territory.
- decide whether or not the drainage basin of the Missouri River extends far enough into Canada to give the United States reason to lay claim to Canadian territory.

Students are to research Lewis & Clark, the Louisiana Territory, Thomas Jefferson's presidency (focus on the purchase of the Louisiana territory,) Meriwether Lewis, William Clark, and Sacajawea. Schedule time in the library (two days if possible) and time with computers. CD ROM and Internet resources are listed. Review note-taking, identifying important facts, and summarizing as opposed to bulk copying. Encourage them to look for detailed maps of the expedition. Allow 4 days for this if possible.

Step 2
Assigned homework the night before this activity is for each student to identify the person they felt was most important on this journey based on their research and give at least two reasons for their choice. They are also to identify two sights or events on the trip that they would include and illustrate on a map as being most unique or significant. They are also to list some of the daily chores of the trip, challenges, and any events they remember that they believe would be important enough to include in their journals.

Step 3
In class the next day, organize students into small character alike groups for an "expert group" discussion. After they have developed a good list of events, challenges and chores, reform the class into a large group. Students will use a round-robin discussion so that each small group can contribute one new thing to each of these categories until there are no further new contributions. Students are to take additional notes and add to their ideas any significant events they think they have missed.

Step 4
Using their research and extra information from class discussion, students are to begin developing their journal. See the rubric for the guidelines for this journal and be certain to consider the key points. Encourage art work, brown paper for journal pages and maps, neat lettering, simple designs and details to support their statements. Give them at least three days to complete this.

Evaluation

On the due date for these journals, students will complete a self-evaluation page to fill in and submit with their journal. This page reflects the rubric, and asks students to use the rubric to determine what grade they believe they deserve, and why they should get it. Emphasize their reasons for getting the grade are critical so they need to specifically refer back to the rubric. Also, ask them to identify what they learned from this project and where they had difficulty. In small groups, ask them to share with

group members their favorite part of their journal - the map, the diary, or their choice for the most important person on the trip.

Interdisciplinary Connections:

- Language Arts - writing in journal style.
- Science - weather, calories and human body needs for such strenuous activity.
- Math - calculation of the duration of the expedition and distance traveled.

Adaptations to Special Needs:

Based on differing abilities, team students for this project. If students are English learners or have difficulty with writing or reading, select one of the three portions of the journal instead of all three, emphasize the graphics.

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Region 8 & 11 Professional Development Consortium - SCORE Institute 1997

Last revised April 2, 2001

Rubric

	Awesome	Excellent	Adequate	Needs Improvement
Map				
Journal				
Important Person				
Overall Journal				

Evaluation				

Corps of Discovery

Teacher notes

Student Rubric

Rubric

Corps of Discovery: Voyaging with Lewis & Clark

Rubric

	Awesome	Excellent	Adequate	Needs Improvement
Map	Many appropriate illustrations Neatly labeled Colorful Excellent detail Creative Very accurate Flavor of the time	Appropriate illustrations Neatly labeled Colorful Good detail Many details Accurate Some feel for the time	Some illustrations Labeled Little or no color Some details Some mistakes Some feel for the time	Few or no illustrations Few or no labels Little or no color Little detail Many mistakes Little connection to the time
Journal	Entries of significant events Excellent details about events Colorful illustrations Ink, neatly written Told as if you were there Flavor of the times	Entries of interesting events Good details about events Colorful illustrations Ink, neatly written Told as if you were there Flavor of the times	Entries of 2 events Some details about events Illustrations Ink, semi-neatly written Told from today's viewpoint Some feel for the time	At least one entry Few details about events Few if any illustrations Pencil, needs to be neater Told from today's viewpoint Little feel for the time
Important Person	Person clearly identified Excellent reasons given for choice Neatly written Ink Flavor of the times	Person clearly identified Some reasons for choice Neatly written Ink Flavor of the times	Person identified Reasons for choice semi-clear Written legibly Ink Flavor of the times	Person chosen but little more done Few reasons for choice, if any Poorly written Pencil Flavor of the times
Overall Journal	Looks authentic Creatively done Obvious time spent on it Cover, name Title page Very neat	Looks authentic Some creativity Time spent on it Cover Title page Neat Your Name	Sort of authentic Some effort Some time spent Cover Title page Your Name	The paper is turned in Minimum effort Cover maybe Title page maybe Name??
Evaluation	Well thought out Reasons clearly supported Linked to rubric	Some thought given Some reasons Linked to rubric	Some thought given to grade Few reasons given	Little thought given to grade No reasons given Not done

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